



ONTARIO

Department of Education

Courses of Study

Grades IX, X and XI

and

Grade XII

ENGLISH

Reprinted without change from
Courses of Study, Grades IX, X and XI and Grade XII, English,
printed in February, 1942, and Circular H.S. 4 printed in September, 1945,
and March, 1946.

Issued by Authority of
The Minister of Education



Province of Ontario

Courses of Study

Grades IX, X and XI

and

Grade XII

ENGLISH

The Ministry of Education, Ontario, has prepared this course of study for English in the high schools. It is intended to guide the selection of material and the arrangement of the course. The course is designed to provide a foundation for the study of English in the university and to develop the student's ability to read, write, and think critically.

COURSES OF STUDY

for

Grades IX and X

in

**COLLEGIATE INSTITUTES, HIGH, VOCATIONAL AND
CONTINUATION SCHOOLS, AND PUBLIC
AND SEPARATE SCHOOLS**

and for

GRADES XI AND XII

in

**COLLEGIATE INSTITUTES, HIGH, VOCATIONAL
AND CONTINUATION SCHOOLS**

ENGLISH

GRADE IX (REVISED)

The object of teaching English is to enable pupils not only to understand and appreciate what they hear and read, but also to speak and write correctly and in such a way that others will readily understand what they mean. So the subject naturally divides into what are called Literature and Composition. These are so closely related that practice in one is helpful in the other. Reading enlarges the vocabulary and gives familiarity with good English usage. The patterns of phrases, of clauses, and even of sentences get fixed in the mind and, almost without the reader's knowing it, come to serve as models for whatever is spoken or written. In a similar way the effort to make listeners or readers understand exactly what is in one's mind deepens the attention one pays to the exact meaning of what is heard or read. Literature and Composition are complementary.

Oral reading and Grammar may be regarded as subdivisions of Literature and Composition. The reading aloud of a passage by a pupil is at once a test of his understanding of the meaning and an exercise in clear, correct, and pleasant speech. Grammar is too often thought of merely as a set of rules to be obeyed if one wants to speak and write correctly. Such prescriptive or formal grammar is useful and perhaps necessary for the beginner in a foreign language but for our own language a descriptive grammar that points out what is actually said and written in our accepted current usage, and that explains why the usage is what it is, will serve us best in teaching English. Grammar should be mainly functional and so provide a reasoned help for Composition in the first two years of the secondary schools.

The courses outlined below are planned with this aim for the teaching of English. Wide freedom of choice is given in the literature to be read, so that work may be selected which both teachers and pupils will enjoy.

SPEECH TRAINING AND ORAL READING

One period a week, or the equivalent thereof, is to be given to definite instruction and practice in the fundamentals of speaking and reading. For the present, one of the authorized books is to be used as a Reader.—See Regulations, 1940.

The teacher is advised to use one or more of the following books as a guide to his methods of teaching English in all the grades:

- Adventures in Words. Sansom, Bennett & Diltz. Clarke, Irwin & Co.
- An Approach to Choral Speech. Mona Swann. Copp Clark Co.
- Choral Speaking Arrangements for the Junior High School. Louise Abney. Copp Clark Co.
- Practical Speech Training for Schools. Rodney Bennett. Clarke, Irwin & Co.
- Suggestions for the Teaching of Reading, Grades VII to XII. Carol Hovious. D. C. Heath & Co. (Copp Clark Co.).
- Our Spoken Language. A. Lloyd James. Thomas Nelson and Sons.
- Poetry Speaking for Children. Marjorie Gullan. Methuen (S. J. R. Saunders) I, II, III.
- Speech Craft. Elsie Fogerty. J. M. Dent and Sons.
- Speech Training in the School. Marjorie Gullan. J. M. Dent and Sons.
- The Way to Good Speech. Barbara Storney. Thomas Nelson and Sons.
- The Junior Speech Arts. Craig. Macmillan Co.
- The Play Way of Speech Training. Rodney Bennett. J. M. Dent and Sons.
- Voice and Speech. Gwynneth L. Thurnburn. Copp Clark Co.

LITERATURE

1. A Study of (a), (b) and (c) or (d).

(a) A Book of Classical Myths, such as—

- A Book of Classical Stories. Clarke, Irwin and Co.
- A Book of Myths. Clarke, Irwin and Co.
- Classical Mythology in Song and Story. Part I. Copp Clark Co.
- Classical Mythology in Song and Story. Part II. Copp Clark Co.
- Kingsley's Greek Heroes. Various publishers.
- Legends and Myths of Greece and Rome. Longmans, Green and Co.
- Legends of Greece and Rome. Clarke, Irwin and Co.
- Old Greek Folk Stories. Peabody. Renouf Publishing Co., Toronto.

(b) A Novel, such as—

- Broster: The Flight of the Heron.
- Buchan: Prester John.
- Collins: The Moonstone.
- Dickens: Oliver Twist. A Tale of Two Cities.
- Doyle: The White Company.
- Kingsley: Hereward the Wake.

Kirby: The Golden Dog, (abridged).
 Parker: The Seats of the Mighty.
 Quiller-Couch: The Splendid Spur.
 Scott: Ivanhoe. The Talisman.
 Wallace: Ben Hur.

- (c) One of Shakespeare's Plays, or a Collection of One-Act Plays, such as—

Junior One-Act Plays of Today, Series I, II, III. Harrap (Clarke, Irwin and Co.).

Eight Modern Plays. Thomas Nelson and Sons.

Seven Modern Plays. Thomas Nelson and Sons.

Modern Short Plays, First Series. Second Series. University of London Press (Clarke, Irwin and Co.).

Ten Modern Plays. Thomas Nelson and Sons.

- (d) Poems Chiefly Narrative, such as—

Ballads and Ballad Poems. J. M. Dent and Sons.

Ballads for Boys. Copp Clark Co.

The Book of Narrative Poetry. Ryerson Press.

A Book of Story Poems. J. M. Dent and Sons.

The Dragon Book of Verse, Volume I. Clarke, Irwin and Co.

Fifty-four Narrative Poems. Copp Clark Co.

Poems of Action. Clarke, Irwin and Co.

Selections in English Literature, No. 41. Copp Clark Co.

Ballads and Narrative Poems. Longmans, Green and Co.

Ballads, Old and New. Macmillan Co. Part I, Part II.

Note: (a) The above lists are not intended to be exhaustive, but are merely suggestive as to the type of book to be chosen.

- (b) In schools where it seems advisable to enlarge the course in Literature, both (c) and (d) may be taken.

- (c) A series of lessons for guidance and discussion would be a desirable method of treating the novel. Chapter by chapter reading in class is to be condemned.

- (d) As an aid to the intelligent study of English Literature, a book such as Guest's The Wonders of Storyland (Macmillan Co.) will be found suitable.

- (e) Plays will gain in vividness and reality by being acted in the classroom or in the auditorium.

2. Supplementary Reading

A least six books are to be read by each pupil. The list supplied by the Department will serve as a guide to the range and type of books recommended. This list includes: (a) fiction, (b) non-fiction, (c) poetry and drama. Not more than three of the six books should be chosen from any one group. Many books, especially those of recent date, which are not available in cheap editions for class use, can be used for supplementary reading, since even a single copy in the school or public library will be enough for several pupils.

not mentioned in Reques

3. Memorization

A minimum of about two hundred lines should be memorized by each pupil. So far as the teacher deems fit, the passages for memorization may be chosen by the pupils themselves. Part of the memory work may be prose.

COMPOSITION AND GRAMMAR

The object of composition, at this stage of the pupil's development, is to train boys and girls to speak and write so clearly that their listeners or readers will know exactly what they mean. It is important, therefore, that most of the material for composition should be supplied by the teacher, or drawn from the experience of the pupils, so that they will be concerned chiefly with the arrangement and expression of what they already know. The emphasis in teaching should be kept steadily on clearness.

There is no greater aid to clearness and accuracy in composition than a knowledge of the essentials of grammar. In a language with so few inflections as English, the function of words is of far more importance than their form. The word "round," for example, without any change of form, may be used as an adjective, a noun, a verb, and adverb, or a preposition. Its function in the sentence determines the part of speech to which it temporarily belongs. The teacher of English grammar, therefore, will naturally centre attention on the relation of words, phrases, and clauses within the sentence. A brief review of the changes in form to indicate number, comparison, tense, voice and mood will cover all the formal grammar needed by the pupil for speaking and writing correctly. In addition, there should be practice in punctuation and as much drill as is needed to ensure correctness in the spelling of words in common use.

Teachers who are in doubt about the effectiveness of their own teaching of composition and grammar will be well-advised to follow the general plan of the text-book. With the increasing confidence that comes from successful experience, the teacher may prefer to depart from the exact choice and arrangement of topics in the text-book and to adapt the material in it to his own method. Teachers should require all pupils to write several short compositions during the school year. These should be judged for their content as well as for their form.

As a means of teaching oral composition, insistence upon clear and correct speech in classroom answers and discussion is always effective. Occasional class periods for training in the conduct of public meetings are useful, and may awaken the interest of certain pupils in the art of speaking to an audience. Each teacher should decide for himself, from the results obtained, whether he ought to give more or less time to this formal teaching of oral composition.

One of the following books, which combine composition and grammar and from which the teacher can draw up an outline of work suited to the special needs of his classes, is to be used as a text:

✓ A Junior School English Course for Grades IX and X. F. F. Potter, M.A., B.Sc. Sir Isaac Pitman and Sons (Canada) Ltd., Toronto.

✓ An English Highway. A new English course for Grades IX and X. Moon and McKay. Longmans, Green and Company, Toronto.

✓ Living English. Diltz and Cavell. Clarke, Irwin and Company, Toronto. Grades IX and X.

GRADE X (REVISED)

LITERATURE

1. A Study of:

(a) A Long Narrative Poem, such as—

Arnold: Poems. J. M. Dent and Sons.

Longfellow: The Courtship of Miles Standish, Evangeline, Hiawatha, Tales of a Wayside Inn.

Macaulay: Lays and Ballads.

Scott: The Lady of the Lake, The Lay of the Last Minstrel.

Tennyson: Idylls of the King (two, preferably from Lancelot and Elaine, Gareth and Lynette, Geraint and Enid).

or

A Collection of Shorter Poems, Chiefly Narrative, such as—

Atalanta's Race, etc. J. M. Dent and Sons.

Ballads, Ancient and Modern. Thomas Nelson and Sons.

Ballads and Ballad Poems. J. M. Dent and Sons.

Ballads for Boys. Copp Clark Co.

A Book of Story Poems. J. M. Dent and Sons.

Fifty-Four Narrative Poems. Copp Clark Co.

Lays of the Scottish Cavaliers. Aytoun. Macmillan Co.

A Pedlar's Pack. Macmillan Co.

Poems Chiefly Narrative. J. M. Dent and Sons.

Poems of Action. Oxford University Press. (Clarke, Irwin and Co.).

Poems of Adventure. Clarke, Irwin and Co.

The Poet's Path. Longmans, Green and Co.

The Poet's Way, Stage I. Longmans, Green and Co.

Modern Poetry. Edited by Parker. Longmans, Green and Co.

Selections in English Literature. No. 41. Copp Clark Co.

Thirteen Famous Poems. Copp Clark Co.

The Way of Poetry. Edited by John Drinkwater. Ryerson Press.

Ballads and Narrative Poems. Longmans, Green and Co.

(b) One of Shakespeare's Plays, such as—As you Like It, Julius Caesar, The Merchant of Venice, A Midsummer Night's Dream, The Taming of the Shrew, Twelfth Night.

(c) A Novel, such as—

Buchan: Greenmantle, The Path of the King, Salute to Adventurers.

Dickens: Great Expectations.

Doyle: Micah Clarke, The Hound of the Baskervilles.

Eliot: Silas Marner.

Gaskell: Cranford.

Henty: Any book.

McCullough: The Men of Kildonan.

Ollivant: Bob, Son of Battle (Owd Bob).
 Parker: The Trail of the Sword.
 Quiller-Couch: Fort Amity.
 Scott: The Black Dwarf. Kenilworth.
 Stevenson: The Black Arrow.
 Weyman: The House of the Wolf.

(The novels listed for Grade IX will also be found suitable).

(d) A Collection of Short Stories or a volume of Prose Selections, such as—

A Book of Good Stories. Macmillan Co.
 The Detective in Fiction. George Bell and Sons (Clarke, Irwin and Co.).
 The Dickens Book. Clarke, Irwin and Co.
 An English Heritage, I or II. Copp Clark Co.
 Fact and Fiction. Macmillan Co.
 Junior Modern Essays. J. M. Dent and Sons.
 Life and Literature Today, Part I or II. Copp Clark Co.
 A Miscellany of Tales. Clarke, Irwin and Co.
 Neighbours Unknown. Roberts. Macmillan Co.
 Pattern Prose. Thomas Nelson and Sons. Parts 1, 2, 3 and 4.
 Real Adventure Again. Longmans, Green and Co.
 Selected Stories from Canadian Prose. Macmillan Co.
 Stories of Detection. Longmans, Green and Co.
 Ten Modern Stories. Thomas Nelson and Sons.
 A Treasury of English Prose. Oxford University Press (Clarke, Irwin and Co.).
 Twenty-four Stories. Thomas Nelson and Sons.
 Twelve Short Stories. Ryerson Press.
 The World Around Us. Clarke, Irwin and Co.
 Junior Modern Prose. J. M. Dent and Sons.

or

A Collection of One-Act Plays, such as—

Modern Plays, Seven, Eight, Nine, Ten. Thomas Nelson and Sons.
 Modern One-Act Plays. I and II. J. M. Dent and Sons.
 Junior One-Act Plays of Today. I, II, III. Harrap (Clarke, Irwin and Co.).
 One-Act Plays of Today. Series VI. Harrap (Clarke, Irwin and Co.).
 One-Act Comedies. Longmans, Green and Co.

Note: (a) The above lists are not intended to be exhaustive, but are merely suggestive as to the type of book to be chosen.

(b) In schools where it seems desirable to enlarge the course in English, both parts of (a) or of (d) or of (a) and (d) may be taken.

(c) As an aid to the intelligent study of English Literature a book such as Guest's Links with Great Writers (Macmillan Co., will be found suitable.

2. Supplementary Reading

At least six books are to be read by each pupil. The list supplied by the Department will serve as a guide to the range and type of books recommended. This list includes: (a) fiction, (b) non-fiction, (c) poetry and drama. Not more than three of the six books should be chosen from any one group. Many books, especially those of recent date, which are not available in cheap editions for class use, can be used for supplementary reading, since even a single copy in the school or public library will be enough for several pupils.

3. Memorization

A minimum of about two hundred lines should be memorized by each pupil. So far as the teacher deems fit, the passages for memorization may be chosen by the pupils themselves. Part of the memory work may be prose.

COMPOSITION AND GRAMMAR

By the end of Grade X a pupil of average intelligence should know all the grammar he needs to speak and write correctly. Practice throughout the work of the grade in oral and written composition will help to fix in him the habit of using clear, correct language. It should also enable him to express himself with some ease and fluency. It is important that the standard for judging his composition should be that set by speakers and writers who use simple, straightforward English.

In both Grammar and Composition the teacher's organization of the material in the text-book used should accommodate itself to the needs of the class. No attempt is made here to lay down exact limits to the work done in each grade, but in addition to the grammar outlined for Grade IX a pupil should have mastered by the end of Grade X the use of participles and infinitives. He should also be familiar with the various types of sentences, both grammatical and rhetorical, such as simple, compound, complex, loose and periodic, and he should have acquired some skill in putting what he wants to state into the type of sentence that will best express his exact meaning. Further he should understand what a paragraph is and be able to put what he has to say into coherent groups of sentences.

Practice in punctuation and spelling should be continued.

One of the following books, which combine composition and grammar and from which the teacher can draw up an outline of work suited to the special needs of his class, is to be used as a text:

A Junior School English Course for Grades IX and X. F. F. Potter, M.A., B.Sc. Sir Isaac Pitman and Sons (Canada) Ltd., Toronto.

An English Highway. A new English course for Grades IX and X. Moon and McKay. Longmans, Green and Company, Toronto.

Living English. Diltz and Cavell. Clarke, Irwin and Company, Ltd., Toronto. Grades IX and X.

THE DICTIONARY

A dictionary is the most important single book for each pupil to own. The effort begun in Grade IX to arouse the pupil's interest in the study of words should be continued. The teacher of English should urge pupils to use

the dictionary constantly in their reading so that they may acquire the habit of looking up the meaning, spelling, and pronunciation of every new word. The teacher should give what instruction is needed to enable pupils to interpret the marks used to indicate pronunciation.

The following dictionaries are recommended for class and reference use:

- *Annandale's Large-Type Concise English Dictionary. Ryerson Press.
- Blackie's Compact Etymological Dictionary. Ryerson Press.
- *Cassell's New English Dictionary. Cassell and Co.
- Cassell's Concise English Dictionary. Cassell and Co.
- *Chambers' Twentieth Century Dictionary. Chambers (Smithers and Bonellie).
- Collins' Senior Etymological Dictionary. Wm. Collins Sons and Co.
- *The Concise Oxford Dictionary. Oxford University Press (Clarke, Irwin and Co.).
- The Little Oxford Dictionary. Oxford University Press (Clarke, Irwin and Co.).
- *Macmillan's Modern Dictionary. Macmillan Co.
- McDougall's Etymological and Biographical Dictionary. McDougall's Educational Co. (Clarke, Irwin and Co.).
- The Pocket Oxford Dictionary. Oxford University Press (Clarke, Irwin and Co.).
- *Webster's Collegiate Dictionary. Thomas Allen.
- Winston's Dictionary for Canadian Schools. John C. Winston Co.

*One of these should be available for reference in each classroom.

GRADE XI (REVISED)

The subject of English does not lend itself to being taught in clearly defined stages. A pupil is learning to read, speak and write throughout all the grades. In the lower grades, however, he may find the mere understanding of what he reads a considerable effort. With an enlarged vocabulary and the increased power that comes with these years of rapid development, he may be expected in Grade XI to pay more attention not only to what is written but to how it is written. Appreciation of literature as an art thus becomes more conscious.

The teacher of English should be well aware of the power literature has to shape the thought and the taste of its readers. It is a subtle and powerful force in building a nation. For literature is the record of a people's experience of life. It preserves the best expression of what men and women have enjoyed or borne, have done or have dreamed of doing. Whoever comes to know English literature will inevitably have his thoughts and feelings cast in the mould of that great tradition. He will become in spirit a member of the English-speaking race. It is important, then, that as rich and varied a selection be made for the pupils' reading as their age and knowledge will permit. More attention, too, should be paid to developing an appreciation of what is read, for not only the taste but the emotions of growing boys and girls are strongly influenced by what they read and enjoy. And the end of art is understanding and enjoyment.

LITERATURE

1. A Study of:

(a) A Modern Play, such as—

Barrie: The Admirable Crichton. Musson Book Co.
Barrie: What Every Woman Knows. Musson Book Co.
Bennett and Knoblock: Milestones. Thomas Nelson and Sons.
Daviot: Richard of Bordeaux. J. C. Winston Co.
Daviot: The Stars Bow Down. Thomas Nelson and Sons.
Drinkwater: Abraham Lincoln, Oliver Cromwell. Copp Clark Co.
Galsworthy: Strife. Copp Clark Co.
Milne: The Dover Road. Samuel French.
Parker: Disraeli. Copp Clark Co.
Shaw: Arms and the Man. Macmillan Co.
Sheriff: Journey's End. Samuel French.
Synge: The Shadow of the Glen, The Well of the Saints. Thomas Nelson and Sons.

(b) An Anthology of Modern Poetry, such as—

An Anthology of Modern Verse. Lynd. Methuen (S. J. R. Saunders).
An Anthology of Recent Poetry for Schools. Walters. Clarke, Irwin and Co.
A Book of Lively Verse, Part III. Sauvain. Copp Clark Co.
A Book of Modern Verse. J. C. Smith. Oxford University Press (Clarke, Irwin and Co.).
The Golden Book of Modern Poetry. Caldwell. J. M. Dent and Sons.
Later Modern Poetry. Pocock. J. M. Dent and Sons.
Modern Poetry. D'Oyley. Longmans, Green and Co.
Modern Poetry. Pocock. J. M. Dent and Sons.
Modern Verse, Book One. Forbes and Smith. Clarke, Irwin and Co.
New Paths on Helicon. Newbolt. Thomas Nelson and Sons.
Pattern Poetry, Part IV. Wilson. Thomas Nelson and Sons.
Poets of Our Time. Gillett. Thomas Nelson and Sons.
A Second Book of Modern Poetry. Edited by Treble. Macmillan Co.

(c) A Volume of Modern Essays, such as—

Modern Prose. D'Oyley. Longmans, Green and Co.
Essays of Today. Pritchard. Clarke, Irwin and Co.
Junior Modern Essays. Pocock. J. M. Dent and Sons.
Modern Essays and Sketches. Marriott. Thomas Nelson and Sons.

More Essays of Today. Pritchard. Clarke, Irwin and Co.
Readings in Science. Lester. Renouf Publishing Co., Toronto.
Still Lighter Essays. Merson. Longmans, Green and Co.
Familiar Fields. McArthur. J. M. Dent and Sons.
Pebbles on the Shore. Gardiner. J. M. Dent and Sons.
Selected Essays. Lynd. J. M. Dent and Sons.
A Traveller in Little Things. Hudson. J. M. Dent and Sons.

(d) A Biography, such as—

Buddha. Holland. Clarke, Irwin and Co.
Darwin. Pekin. Longmans, Green and Co.
Darwin. Hingston. Copp Clark Co.
The Days Before Yesterday. Lord Frederic Hamilton. Musson Book Co.
Joan of Arc. Virginia Sackville-West. Longmans, Green and Co.
Lawrence and the Arabs. Graves. Thomas Nelson and Sons.
Leonardo the Inventor. Lorna Lewis. Thomas Nelson and Sons.
Nansen. Lorna Lewis. Horizon Series. Thomas Nelson and Sons.
Socrates. Naomi Mitchison. Longmans, Green and Co.
Twenty Years A-Growing. O'Sullivan. (Penguin Books.)
The Vanished Poms of Yesterday. Lord Frederic Hamilton. Musson Book Co.

or

A Volume of Travel, such as—

The Adventure of Travel. Lockitt. Longmans, Green and Co.
An Anthology of Modern Travel. Tomlinson. Thomas Nelson and Sons.
Episodes from The Road to Timbuctu. Mills. Clarke, Irwin and Co.
The Man-Eaters of Tsavo. Patterson. Macmillan Co.
15,000 Miles in a Ketch. Du Baty. Thomas Nelson and Sons.
North to the Orient. Anne Lindbergh. (Penguin Books.)
The Path to Rome. Belloc. Thomas Nelson and Sons.
Persian Pictures. Bell. Thomas Nelson and Sons.
Quest and Conquest. Odle. Macmillan Co.
The Sea and the Jungle. Tomlinson. Copp Clark Co.
South! Shackleton. Longmans, Green and Co.
Watkin's Last Expedition. Chapman. (Penguin Books.)
The Worst Journey in the World. Cherry-Garrard, 2 vols. (Penguin Books.)

Note: (a) The above lists are not intended to be exhaustive, but are merely suggestive as to the type of book to be chosen.

(b) In schools where it seems advisable to enlarge the course in literature, both parts of (d) may be taken.

(c) It is not necessary to read every selection in an anthology.

2. Supplementary Reading

At least six books are to be read by each pupil. The list supplied by the Department will serve as a guide to the range and type of books recommended. This list includes: (a) fiction, (b) non-fiction, (c) poetry and drama. Not more than three of the six books should be chosen from any one group. Teachers should remember that the chief aim of the course in Supplementary Reading is to awaken an interest in books so that reading will be a source of delight through life. In so far as testing may be considered necessary, much of it may be done by rapid oral methods.

3. Memorization

A minimum of about two hundred lines should be memorized by each pupil. So far as the teacher deems fit, the passages for memorization may be chosen by the pupils themselves. Part of the memory work may be prose.

COMPOSITION AND GRAMMAR

The work in Composition and Grammar for Grade XI may depend very largely on the text-book selected. Each of the three listed below has enough material on grammar to satisfy the teacher when he feels the need of giving some formal drill in that subject. He will find that exercises in clausal analysis will be of great value in reviewing the essential points of grammar and in giving a better understanding of sentence structure.

It must be remembered, however, that at this stage many pupils are eager to try their wings. They want to put into words what they think and feel. The teacher should encourage them to write and should guide their efforts by criticism and correction. This is difficult and delicate work. Mere fault finding is useless. The teacher must be able to make halting sentences march and to put the breath of life into dead passages by suggesting fresher words and phrases for those that are staled with use. If he can only get the pupil to try to write well, the battle is half won. After all, the command of a clear and effective style is largely a matter of practice and growth.

One of the following authorized books is to be used as a text:

For Grade XI. Creative English. Copp Clark Co.

Note: The Copp Clark Co. has issued Mastering Effective English, for Grade XII.

For Grades XI and XII.

Expressing Yourself. Renouf Publishing Co., Toronto.

Learning to Write. Macmillan Co.

GRADE XII

LITERATURE

Grade XII completes the High School course for most pupils. It seems reasonable, therefore, that it should put before them some of the best things our literature can provide—a good play, a good novel, and a good collection of short poems, for their reading habits in after life may be largely determined by this last rich year of reading in school. They can learn to admire or to dislike, even to love or to hate, much of what they have to read. For this reason a considerable freedom of choice from the plenty provided is left to the teacher in the belief that what the teacher enjoys is likely to be enjoyed by most of the class. On the power of our English teachers to communicate their own enjoyment of what is best in our literature depend the taste and the reading habits of the next generation in Ontario.

The fourth section of the work in English literature for Grade XII is a volume of prose passages. These are nearly all chosen from the work of present-day writers. They are not all masterpieces but most of them are interesting for what they have to say and well worth observing closely for their way of saying it. Teachers who make good use of these prose passages can bring to their pupils not only a perception of the beauty and power of good prose but also a desire to write good prose themselves.

1. A Study of:

- (a) A Play of Shakespeare not already taken in Grade IX or Grade X and not prescribed for study in Grade XIII in the following year. The following plays are considered suitable for Grade XII:

Macbeth; Julius Caesar; Henry IV, Part I; King Lear; The Merchant of Venice; Romeo and Juliet; Henry V; Richard II; Twelfth Night; As You Like It.

Note: (a) Not more than twenty-five per cent of the time allotted to Literature should be devoted to the study of Shakespeare.

- (b) In schools where an enlargement of the course seems desirable, an additional play, such as those listed for Grade XI, may be used.

- (b) An Anthology of Poetry, such as—

Shorter Poems. Alexander.

Grass of Parnassus. Longmans, Green and Co.

The School Book of English Verse. Boas. Macmillan Co.

Note: (a) Not more than twenty-five per cent of the time allotted to Literature should be devoted to the study of the anthology.

- (b) If Shorter Poems is chosen, the poems selected for study should be taken from the three parts not prescribed for study in the following year in Grade XIII. In making the selection the teacher should keep in mind the chronological order so that the student will have some understanding of the development of English poetry.

(c) A Novel, such as—

David Copperfield. Charles Dickens.
Kenilworth. Sir Walter Scott.
Kim. Rudyard Kipling.
Lorna Doone. Richard Blackmore.
The Mill on the Floss. George Eliot.
Pride and Prejudice. Jane Austen.
The Rise of Silas Lapham. William Dean Howells.
The Seats of the Mighty. Sir Gilbert Parker.
A Tale of Two Cities. Charles Dickens.
Typhoon. Joseph Conrad.
Under the Greenwood Tree. Thomas Hardy.

In order to give at this stage more definite aim to supplementary reading and to provide enlarged scope for classroom discussion of the novel, it is suggested that, as a part of their supplementary reading, pupils should read two novels from a grouping selected by the teacher in addition to the novel selected for classroom study. The grouping should be chosen with some definite plan in mind, as, for example, the presentation of one period of history by different writers or of pictures of social life in different periods. The following groupings will provide some guidance:

David Copperfield—The Good Companions, Priestley; Kipps, Wells; Fortitude, Walpole; Great Expectations, Dickens.
Kenilworth—Fire Over England, Mason; Westward Ho!, Kingsley; The Cloister and the Hearth, Reade; Towers in the Mist, Goudge.
Kim—Lost Horizon, Hilton; Ginger Griffin, Bridge; Messer Marco Polo, Byrne; On the Face of the Waters, Steel.
Lorna Doone—Captain Blood, Sabatini; Micah Clarke, Doyle; The Splendid Spur, Quiller-Couch.
The Mill on the Floss—Jane Eyre, Bronte; John Halifax, Craik; Precious Bane, Webb; The First Violin, Fothergill.
Pride and Prejudice—Miss Buncle's Book, Stevenson; Cranford, Gaskell; Coronation Summer, Thirkell; A Window in Thrums, Barrie.
The Rise of Silas Lapham—The Bent Twig, Canfield; Huckleberry Finn, Twain; The Magnificent Ambersons, Tarkington; Main Street, Lewis; A Lantern in Her Hand, Aldrich; The Virginian, Wister.
The Seats of the Mighty—Black Rock, Connor; The Flying Years, Niven; Day Before Yesterday, Jacob; The Great Divide, Sullivan.
A Tale of Two Cities—Scaramouche, Sabatini; The Whirlwind, Davis; Ninety-Three, Hugo; The Scarlet Pimpernel, Orczy.
Typhoon—The Hurricane, Nordhoff and Hall; The Bird of Dawning, Masefield; Captain Hornblower, Forester; The Sea-Hawk, Sabatini; In Hazard, Hughes.
Under the Greenwood Tree—The Endless Furrow, Street; David Harum, Westcott; The Trumpet in the Dust, Holme; The Homesteaders, Chapman.

(d) A Book of Modern Prose Selections, such as—

Modern Prose. D'Oyley. Longmans, Green and Co.

Modern Prose. Pocock. J. M. Dent and Sons.

A Book of Modern Prose for Upper School. W. L. MacDonald.
J. M. Dent and Sons.

The Prose of Our Day. Edited by Gray and Upjohn. Macmillan Co.

2. Supplementary Reading

At least six books are to be read by each pupil. The list supplied by the Department will serve as a guide to the range and type of books recommended. This list includes: (a) fiction, (b) non-fiction, (c) poetry and drama. Not more than three of the six books should be chosen from any one group. Teachers should remember that the chief aim of the course in Supplementary Reading is to awaken an interest in books so that reading will be a source of delight through life. In so far as testing may be considered necessary, much of it may be done by rapid oral methods.

3. Memorization

A minimum of about one hundred lines should be memorized by each pupil. So far as the teacher deems fit, the passages for memorization may be chosen by the pupils themselves. Part of the memory work may be prose.

COMPOSITION AND GRAMMAR

The work in Composition and Grammar in Grade XII continues the two-year course begun in Grade XI. Naturally the work will be largely determined by the text-book used. By the end of this fourth year of High School students should not only have mastered the mechanics of composition but should also have acquired some ease and skill in expression. If they still make mistakes in spelling, punctuation, use of words, and sentence structure, they should at least be on their guard against these mistakes and be conscious of a standard of good usage which they are striving to attain. Further, they should know and practise the methods used by good writers in telling a story, building up a description, explaining a difficulty, or arguing a case. The volume of prose selections should be freely drawn on for illustrative passages to supplement those given in the text-book for Composition and Grammar.

One of the following authorized books is to be used as a text:

Expressing Yourself. Renouf Publishing Co., Toronto.

Learning to Write. Macmillan Co.

Mastering Effective English. Copp Clark Co.

The following books of reference are recommended as among the most useful for a school library:

The A B C of English Usage. Treble. Oxford University Press.

Age of Fable. Bulfinch. J. M. Dent and Sons.

Classic Myths in English Literature and in Art. Revised and Enlarged. Gayley. Ginn and Co.

Contemporary British Literature. Manly and Rickert. Harcourt, Brace and Co. (Geo. J. McLeod, Ltd.)
 Contemporary American Authors. Manly and Rickert. Harcourt, Brace and Co. (Geo. J. McLeod.)
 Crabb's Synonyms. Harpers. (Musson Book Co.)
 A Dictionary of Modern English Usage. Fowler. Oxford University Press.
 The Concise Oxford Dictionary of English Literature. Oxford University Press.
 Dictionary of Phrase and Fable. Brewer. Cassel and Co.
 English in the Future. Jagger. Thomas Nelson and Sons.
 Essentials of English Grammar. Jespersen. Geo. Allen and Unwin. (Thomas Nelson and Sons.)
 Familiar Quotations. Bartlett. McClelland and Stewart.
 The Georgian Scene. Swinnerton. J. M. Dent and Sons.
 A History of English Literature. Buchan. Thomas Nelson and Sons.
 The History of English Literature. Long. Ginn and Co.
 The Home Book of Verse. Stevenson. Holt. (Clarke, Irwin and Co.) 2 vols.
 Home Book of Quotations. Edited by Burton Stevenson. Dodd, Mead and Co.
 The King's English. Fowler and Fowler. Oxford University Press.
 The Mainstream of English Literature. Guest. Macmillan Co.
 The Oxford Companion to English Literature. Harvey. Oxford University Press.
 The Oxford Companion to Classical Literature. Harvey. Oxford University Press.
 The Oxford Companion to Music. Scholes. Oxford University Press.
 The Reader's Digest of Books. Keller. Macmillan Co.
 The Reader's Handbook. Brewer. Chatto and Windus. (Macmillan Co.)
 Roget's Thesaurus of English Words and Phrases. Longmans, Green and Co.
 A Shakespeare Glossary. Onions. Oxford University Press.
 A Smaller Classical Dictionary. J. M. Dent and Sons.
 The Story of Our Language. H. Alexander. Thomas Nelson & Sons.

